

Running head: RESPONSE TO INTERVENTIONS

Case Study: Interventions for an ADHD Student

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ABSTRACT

This case study was done in partial fulfillment of a Master of Science in Education (M.S.Ed.) Graduate Course the participant-observer was completing. The participant-observer learned a lot about Dmitrov, the child in this study. Dmitrov was a 2nd-grade student who was diagnosed (late in the school year) with Attention Deficit Hyperactivity Disorder (ADHD). The participant-observer's final recommendations are as follows: (1) for this particular child to continue medication (Concerta) and (2) work to find the optimal dosage of Concerta for this child when he reaches 3rd-grade.

Case Study: Interventions for an ADHD Student

This case-study is based on one of my 2nd-grade students. Pseudonyms have been used to maintain anonymity. On Saturday, January 26, 2008 I called Mr. and Mrs. Petrenko's residence via telephone. I spoke to Mrs. Petrenko and outlined the study by reading to her the permission slip verbatim. She happily agreed to allow me to research her child. I told her I would send her husband and her the permission slip in the postal mail. On the phone Mrs. Petrenko told me she was happy I called, because today Dmitrov started on Concerta. Concerta is a central nervous system stimulant. It affects chemicals in the brain and nerves that contribute to hyperactivity and impulse control.

Concerta is medication used to treat attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and narcolepsy. Previously I had tracked Dmitrov's interruptions in class (See Appendix A). Mrs. Petrenko asked me to resume monitoring Dmitrov's outbursts beginning Monday, January 28, 2008 (See Appendix B). I agreed. Mrs. Petrenko also indicated that her son was taking the lowest dosage, 1.8 milligrams (mg). She also informed me that Dmitrov's appetite may be suppressed in the early stages of using the medicine. She told me she was not worried because "[...] he (Dmitrov) is on the heavier side," and "we eat square balanced meals at home."

On Saturday, January 26, 2008, I sent Mr. and Mrs. Petrenko the permission slip in a manila envelope. The contents of the manila envelope were as follows: (1) a return self-addressed-stamped-envelope and (2) two copies of the permission slip. On Thursday, January 31, 2008 it was returned to me at school.

A. OBJECTIVE DATA

Child's name: Dmitrov Andrei Petrenko

Date of Birth: June 3, 2000 @ 10:42 a.m. (5 weeks premature)

Age at Beginning of Study: As of January 26, 2008, Dmitrov is 2793 days-old. In year-months he is 7.7 years-old (See Appendix C).

Other relevant information: Dmitrov was the first born (5 weeks premature); he has a younger sister, Katya Sasha Petrenko (age 4). During Dmitrov's first week of life he stayed in the hospital due to Jaundice. Dmitrov had too much bilirubin (pronounced *Billy Ruben*) in his blood and low oxygen. At the hospital the doctors used blow-by oxygen to help him.

School grade at beginning of study: 2nd-grade

Test Data

Stanford Achievement Test, Tenth Edition (See Appendix D)

Grade: 02 ---- October, 2007

Total Reading	NPR: 25
Word Study Skills	NPR: 35
Word Reading	NPR: 16
Sentence Reading	NPR: 13
Comprehension	NPR: 44

Total Mathematics	NPR: 12
Problem Solving	NPR: 06
Procedures	NPR: 35
Language	NPR: 42
Spelling	NPR: 11
Environment	NPR: 63

Evaluation: 3/5 of Dmitrov's scores fall Below Grade Level range; those being Reading, Spelling, and Mathematics, while 2/5 of Dmitrov's scores are in the At Grade Level range; those being Language and Environment. Due to a variety of factors including his attitude and physical condition on the day of testing, the scores on this report are only an estimate of his actual performance.

PRACTICE District Math Test – Grade 02

April 07, 2008

Date Administered: April 7, 2008

Percent Correct

88%

Problems Correct

23/26

Dynamic Indicator of Basic Early Literacy Skills (DIBELS)

October, 2005

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a test designed to measure and monitor pre-reading and early reading skills. Nonsense Word Fluency (NWF) measures a student's ability to read short, one-syllable words and understand letter-sound relationships. Oral Reading Fluency (ORF) measures the number of words a child can read correctly in one minute.

Letter Naming Fluency	Score: 42/37	Status: Low Risk
Phoneme Segmentation Fluency	Score: 53/35	Status: Established
Nonsense Word Fluency	Score: 17/24	Status: Some Risk

February, 2006

Phoneme Segmentation Fluency	Score: 65/35	Status: Established
Nonsense Word Fluency	Score: 55/50	Status: Established
Oral Reading Fluency	Score: 10/20	Status: Some Risk
Retell Fluency	Score: 0	Percent of ORF: 0%

May, 2006

Phoneme Segmentation Fluency	Score: 68/34	Status: Established
Nonsense Word Fluency	Score: 47/50	Status: Emerging
Oral Reading Fluency	Score: 37/40	Status: Some Risk
Retell Fluency	Score: 24	Percent of ORF: 65%

First-grade Running Records

September, 2005

Reading Recovery Running Record	Score: 3
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November, 2005

Reading Recovery Running Record	Score: 5
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January, 2006

Reading Recovery Running Record	Score: 12
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March, 2006

Rigby Running Record	Score: 16
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May, 2006

Rigby Running Record	Score: 18
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By looking carefully at Dmitrov's scores, I speculate that he has made slight progress from year to year. However, he is still not achieving at the rate of his peers in the areas of reading, language arts, and writing.

B. REASONS FOR REFERRAL

Dmitrov, at times, appears to lack self-awareness and self-control. The beginning of the year was a difficult adjustment. Dmitrov needs to work on not blurting out in class and showing more self-control. Dmitrov's behavior in the classroom is sometimes disruptive to others around him. His behavior negatively impacts his own learning. He fidgets with items in his desk and is distracted easily. Many times I observe him and he is not paying-attention to what I am doing in the front of the classroom. I have moved his seat closer to me; however, to no avail, he continues to appear unfocused.

Although I am concerned about Dmitrov, I enjoy his curiosity and having him in my class very much. Dmitrov is a kind and caring boy. Dmitrov has the capacity to work hard if he wants to and/or is interested in the activity. In small-group settings and 1:1 with me, he appears to understand; however, if he is void of this 1:1 attention, he will rush through work and produce low-quality work. Dmitrov would benefit from learning more appropriate social skills. These social skills may be, but are not limited to the following: being attentive when someone is speaking; maintaining friendships; making new friends; social mores (unwritten rules) such as not picking your nose; etc.

An additional concern that has led me to refer this student to this case study is that he has had a few emotional meltdowns this school-year. The first episode transpired when it was raining hard outside. The rain was pounding on the school's roof and he was frightened and began to have an anxiety attack. He began crying and the class was directly affected. Many students were scared themselves due to Dmitrov's emotional outburst.

Dmitrov's second episode took place when I taught a lesson on the Civil Rights Movement; highlighting Dr. Martin Luther King Jr. I made it clear that I would simulate how African Americans were treated in Dr. King's era. Dmitrov was assigned to be an African American, as well as all the other boys in the classroom. I gave all the "white" students (the girls in the classroom) candy. I did give candy to the "African American" students (the boys in the classroom).

This simulation caused Dmitrov to go berserk! He screamed and cried out loud. He demanded he needed a piece of candy and ran at me yelling that "it is not fair!" I reassured Dmitrov he would get a piece of candy; however, after I finished simulating the

lesson. Dmitrov continued crying and was tortured through this situation. I finally decided to give Dmitrov a piece of candy to calm him; when he was well, I continued with my lesson.

What appeared awkward about this situation was the rest of the class (especially the boys in the classroom) understood the lesson. None of the other students cried or were affected. Dmitrov, on the other hand was so distraught he could not focus and could not participate in the conclusion of the lesson. I feel Dmitrov has some underlying predicament, unbeknownst to me, his teacher.

C. HEALTH HISTORY

1. Vision: Date Administered: November 01, 2004

- Early Childhood Screening Summary given on 11/01/04 @ 07:53 indicated the following: External inspection – WIPL (all ages) passed; Observation (all ages) passed; Cover test (K-3) passed; Corneal Reflection (K-3) passed; STYCAR (K-1) R.E. 10/8 and L.E. 10/8; Acuity: R 10/8 L 10/8

2. Hearing Test: Date Administered: November 01, 2004

- Hearing: Early Childhood Screening Summary given on 11/01/04 @ 07:53 indicated the following: normal hearing; passed. Tester: Dianna Baker.
- According to Mrs. Petrenko, at age 4, Dmitrov's tonsils and adenoids were removed. Early-on Dmitrov suffered from chronic ear infections which led to his hearing becoming affected; therefore, it was recommended by a medical physician to remove his tonsils and adenoids.
 - Surgical removal of the tonsils and adenoids (known as a T&A) is one of the most common operations performed on children in the U.S. Only 2% or 3% of children have adequate medical reasons for this procedure. Parents need to be armed with enough facts to prevent any unnecessary surgery.¹
 - It is interesting in Dmitrov's case that a series of studies including the previous one from the University of Kansas Medical Center showed when enlarged tonsils or adenoids are removed, the behavior changes dramatically. "It clearly shows that about half of those who were diagnosed with ADHD improved significantly after having a simple tonsillectomy and adenoidectomy," said Pransky. Taking out the tonsils and adenoids is not the cure for ADHD in every case, according to physicians. It is one of the things that need to be considered when there are [...] behavior problems.²

3. Present Day Health: Date Administered: January 26, 2008

- Dmitrov has been diagnosed as having Attention Deficit Hyperactivity Disorder (ADHD). As of Wednesday, March 26, 2008, he takes 1.8 mg of Concerta. Concerta is a central nervous system stimulant. It affects chemicals in the brain

¹http://www.med.umich.edu/1libr/pa/pa_tonsilsu_hhg.htm

²<http://www.10news.com/health/9948935/detail.html>

and nerves that contribute to hyperactivity and impulse control. Concerta is used to treat attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and narcolepsy

4. Child's Health History: **Date Administered:** November 01, 2004

- Early Childhood Screening Summary given on 11/01/04 @ 07:53 indicated the following: normal health history.

D. HOME BACKGROUND AND SOCIAL CONDITIONS

Dmitrov lives in a middle class neighborhood in South Eastern Rochester, MN. Dmitrov's family is middle-class according to Mrs. Petrenko. She informed me that her family's annual income follows the norm according to an article in the Post Bulletin Newspaper. Based upon this disclosed information (See Appendix E), the Petrenko's household income was \$60,754 *circa*.

Dmitrov was the first born; he has a younger sister, Katya Sasha Petrenko (age 4). Dmitrov's mother, Mrs. Petrenko, has worked for 11-years at Mayo Clinic serving in the capacity of a Clinical Neurophysiology Technologist. She works in a laboratory and assists nurses and doctors who specialize in autonomic nervous system. She has the following two college degrees: (1) A.A.S. (Respiratory) from Rochester Community and Technical College/Mayo School of Medicine and (2) B.A. in Business Management from Augsburg College.

Mrs. Petrenko's immediate family—mother and father—are farmers in Iowa. Both of her parents have high school diplomas. Dmitrov's father recently started a new job working for the city of Rochester as a mechanic. Mr. Petrenko has a diploma in Automotive Mechanics from Rochester Community and Technical College. Mr. Petrenko's immediate family—mother and father—are high school graduates as well. Mr. Petrenko's mother works at the Mayo Clinic. Mr. Petrenko's father is a welder.

Dmitrov's intellectual environment at home is average to above-average. He has many books readily available. Mrs. Petrenko estimated that Dmitrov had 100 or more books in his bedroom. Mrs. Petrenko actively read to Dmitrov as a child/baby/infant. Mrs. Petrenko described this (reading time) as "bonding-time" for her and her son, Dmitrov.

Overall, Dmitrov's family has a very positive attitude about him. Mrs. Petrenko said she was in awe of her son. She described Dmitrov using the following verbs:

- Active
- Touchy-feely
- Tactile
- Hands-on
- Collector of many things (fossils, baseball cards, *Littlest Pet Shop*, etc.)
- Curious
- Smart
- Intelligent

Dmitrov has his own library card. The Petrenko's frequent the Rochester Public Library at least three times a month. The family always has a basket in the house that is always filled with books. Mrs. Petrenko's dream for her son is that he develops a life-long

interest in college and/or education. She desires that he does what he loves. Mrs. Petrenko said she would pay for college as long as he wants to further his education!

E. CHILD'S PERSONALITY

1. Personality Traits

- Dmitrov's personality traits are, but are not limited to the following:
 - Impulsive
 - Compulsive
 - At times impatient
 - Happy
 - Persistent
 - At times socially unaware/inept

2. Child's Interests

- Dmitov enjoys hands-on activities. According to interest inventories I have done with him he enjoys the following activities/things:
 - Webkinz
 - Gardening and growing plants
 - Swimming
 - Science Class
 - Reading Magic Tree House Books
 - Sledding
 - Scooby Doo

On January 28, 2008 I gave Dmitrov a Scholastic interest inventory (See Appendix F). Below are his answers to the 15 questions:

Directions: Please complete the following sentences with information about yourself. Remember, no answer is a wrong answer on this sheet! Only your teacher will read your answers.

1. What I like most about school is *Science because you learn about rocks and learn new things.*

2. What I like least about school is *a lot of things are difficult for me (cursive handwriting).*

3. I wish the teacher would let me choose *(I don't know).*

4. I am really good at *coloring, singing, swimming (neighbor has pool in summer).*

5. I need some extra help with *hard tests.*

6. In the classroom, I wish I could sit *with Nathan because he is one of my friends and helps me learn.*

7. In the classroom I behave *good.*

because *I don't move around in my seat a lot.*

8. My favorite book is *Magic Treehouse and the Last Unicorn*

because *it's sparkly and interesting and collectable window panes.*

9. I live with *my mom, my dad, my sister, and my cat.*

10. Three words to describe myself are *I want to be a country music singer. Sarah*

Evans is my favorite. Suds in the bucket.

11. I like to participate in the following activities with my friends:

Sledding, swimming.

12. I like to participate in the following activities by myself: *take the microphone from*

sister and sing with it.

13. When I watch TV, I usually like to watch *Scooby Doo is my favorite, but mom took*

away Cartoon Network and Nick (Nickelodeon)

14. If I were surprised with a gift of \$1,000 cash, I would use it

to *Webkinz. I would buy 100.*

15. The one thing I really want my teacher to know about me is

I like to go on Webkinz because on computer day at SACC everyone likes going on Webkinz.

3. Attitude Toward Teachers, Classmates, and Family

- Mrs. Petrenko said Dmitrov has an overall positive self-concept. She described Dmitrov as rarely getting down on himself. According to Mrs. Petrenko, Dmitrov treats his elders with respect and usually works well with his classmates.

F. SCHOOL HISTORY

1. Progress Through Grades

- Dmitrov has made progress through his education heretofore. Although, there are several developments or patterns that I have noticed. Socially, Dmitrov trusts everyone. He needs to learn to discernment in situations or scenarios he would benefit from being more speculative. Additionally, Dmitrov's social clique affects how others view and perceive him. What this means is, Dmitrov would benefit from making friends with peers outside of his immediate peer group.

2. Marks in Reading and Other subjects

- Dmitrov's grades have improved over the course of the year. His strength is completing his homework. On his report card, he received 3 for quarters 1, 2, and 3 for Personal and Social Development Completes homework (See Appendix G).

3. Attendance Record

- Dmitrov has shown a very stable attendance record. As of 03-20-2008 he has missed 1.5 days of school and has had 0 tardies (See Appendix H).

4. Notations about Conduct and General Behavior

- Dmitrov's conduct and general behavior has improved considerably over the course of the school-year (e.g. *turning in his homework on time, completing homework to my satisfaction, participating in class, volunteering, being attentive in class, behaving well in class, academic performance, coming to school motivated to learn, and getting along well with other students, etc.*). This improvement has mainly been since he began taking Concerta.
- Dmitrov participated in After School Academy (ASA). As part of After School Academy's funding, teachers were required to fill out a survey/questionnaires on student behavior (See Appendix I). As you can see from my survey/questionnaire responses, Dmitrov has made considerable gains since being prescribed Concerta.

5. Teaching Methods Used by Former Teachers

- Methods used to teach reading have followed the Scott Foresman Reading Street Curriculum. Dmitrov has only had a few male teachers in his short academic career (e.g. Sunday school teacher, etc.). Previous teachers have followed the same curricula I have.

G. INTERPRETATION OF READING-ASSESSMENT RESULTS

1. Interpretation of Silent Reading Performance

- Before Dmitrov took Concerta, silent reading (hereinafter referred to as "D.E.A.R.") was difficult for him. Currently, Dmitrov has improved during D.E.A.R. Nonetheless, at times, he over-frequents the bookcase to find a book (walking around somewhat unaware of the reason he is moving); however, as of late, he has drastically gotten better at staying seated while quietly reading. He now frequently stays seated the whole time during D.E.A.R. and does not get out of his seat much at all. He is *lost* [italics added] in his books. He currently seems to be fascinated by Roald Dahl's *Matilda*. He does not appear to be distracted by others around him now.

2. Interpretation of Oral Reading Performance

- Reading aloud for Dmitrov is, at times, hard to comprehend. Dmitrov reads for understanding, but many times he rushes and does not comprehend what he has just read. After reading a story he often asks nonsensical questions and/or what appear to be rhetorical questions. When I respond and re-ask his original question

many times he will respond, “Oh yeah, I know...” and he will carry-on with his work.

H. SUMMARY OF DIAGNOSIS

1. Summary of outstanding strengths and difficulties in reading

- Dmitrov’s reading has improved considerably over the school year. Dmitrov’s 2nd-grade reading grades—according to his report cards—were as follows:

Reading	1	2	3	4
Reads at grade level	2	2	3	
Phonics (Phonics is the relationship between letters and the sounds they make.)	1	2	3	
Vocabulary (Words we must know to communicate effectively.)	1	2	3	
Reads fluently (Fluency is the ability to read a text accurately, quickly, and with expression.)	2	3	3	
Comprehension (Comprehension is understanding what is read)	2	3	3	
Language arts/grammar	3	2	3	
Spelling	1	2	3	

2. Summary of factors related to the child’s difficulties

- Impulsivity and lack of ability to concentrate for extended periods of time are the greatest factors that relate to Dmitrov’s difficulties in school. When Dmitrov has his mind set on something, he will do his best to carry it out; regardless if it is detrimental and/or nonsensical. This is where I see that he is a persistent child. If used properly, I believe this trait is something that will lead Dmitrov to accomplish many things as an adult. Persistence is a disposition that Dmitrov will benefit from in his life (e.g. his college experience).

I. RECOMMENDATIONS FOR REMEDIAL TREATMENT

1. Classroom Instruction

- Reading has appeared to become easier for Dmitrov since he started taking Concerta. Recommendations for treatment are as follows:
 - Dmitrov benefits from periodic check-ins. Checking-in with his teacher allows him to get immediate feedback; something he desires and needs as a student with ADHD.
 - Dmitrov would benefit from being able to move around in the classroom and/or stand; not sit in a chair. Dmitrov should not have his recess or Physical Education (P.E.) taken away, as he needs to be active and release his pent up energy.

2. School Adjustments

- According to Mrs. Petrenko, the first part of a new school-year is the hardest for her son, Dmitrov. I would agree that adjustments appear to be difficult for Dmitrov. Recommendations for the future include keeping a daily journal. Journaling will help improve Dmitrov’s writing abilities as well as allow him to

know what events/activities are coming up. I believe Dmitrov benefits when activities are predictable. New situations and adjustments make Dmitrov uncomfortable and unsuccessful.

3. Parents/Home

- Recommendations for Dmitrov parents include the need to follow-through with anything they say. Dmitrov would benefit if Mr. and Mrs. Petrenko would ignore their son if he interrupts or acts inappropriately in their presence. Actively praising Dmitrov when he waits patiently and shows self-control would allow Dmitrov to learn that impulsivity is not productive. Praising the “good” behaviors and “ignoring” the bad behaviors would benefit Dmitrov immensely.

4. Medical

- Medical recommendations include Dmitrov continuing to take Concerta, as advised by his pediatrician. The optimal dosage may be different than what he is currently prescribed; therefore, the 3rd-grade teacher may want to experiment with the dosages Dmitrov takes. This should be done with the support of Dmitrov’s pediatrician.

5. Other

- Mentoring may be a useful activity for Dmitrov in which to participate. Dmitrov needs to learn and understand what “appropriate” and “inappropriate” behaviors are in multiple settings such as:
 1. School
 2. Peer settings
 3. Student-teacher interactions
 4. Waiting in line
 5. Waiting his turn (e.g. asking his teacher a question)
 6. Appropriate vs. inappropriate questioning
 7. Unusual requests (e.g. asking to have a jar of larvae droppings)

J. TREATMENT

- Recommendations for treatment include continuing to take prescribed Concerta. However, Dmitrov’s 3rd-grade teacher may want to experiment to find the optimal dosage.

K. EVALUATION OF RESULTS

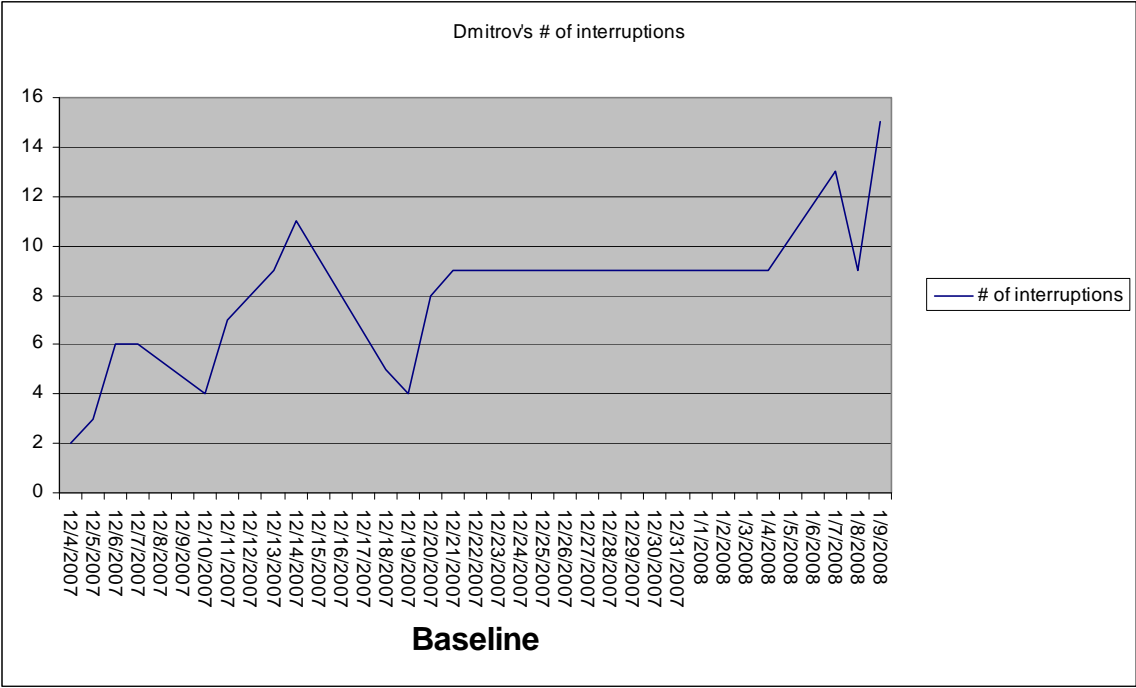
- These recommendations and results are dependent upon action taken while Dmitrov is in 3rd-grade.

Nicholas D. Hartlep, M.S.Ed., (nhartlep@uwm.edu) is currently a doctoral student majoring in Urban Education (specializing in Social Foundations of Education) at the University of Wisconsin-Milwaukee. This doctoral program is designed to integrate a particular area of specialization with the broader field of urban education. All names herein have been protected.

APPENDICES

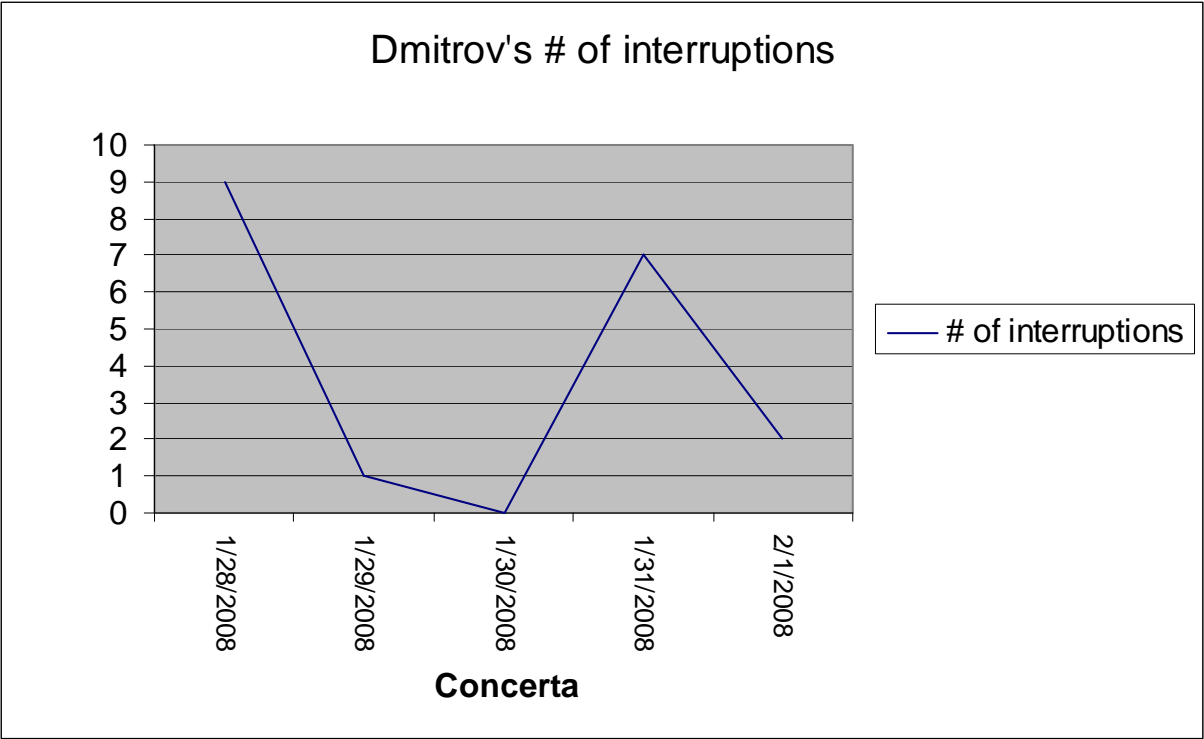
Appendix A

Baseline Excel Document of Dmitrov’s Interruptions.



Appendix B

Excel Document of Dmitrov's Interruptions on Concerta



Appendix C

Dmitrov's Age

Last	First	DOB	Today's Date	Days	Year-Months
Petrenko	Dmitrov	6/3/2000	1/26/2008	2793	7.7

Appendix D

Stanford Scores



Individual Student Report

Franklin

Teacher: Hartle, N.

Student ID:

Grade: 02 Level: 03

Date Prepared: Thursday, October 4, 2007



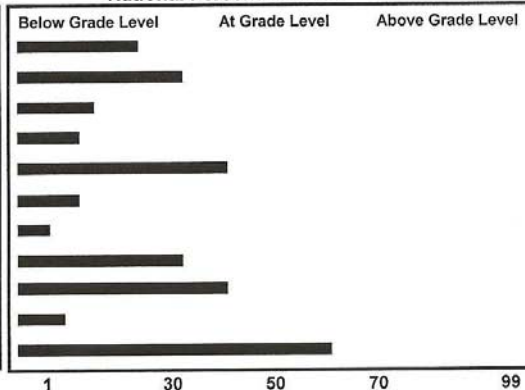
National Percentile Ranks

Franklin recently took the Stanford Achievement Test. The raw scores show how many items were correct. The National Percentile Rank compares this student to others. Franklin has a NPR of 25 in reading. This means that he performed higher than 25% of students nationally in reading in grade 2.

The report describes each subtest and his performance in that subject. Also included are suggested activities that may increase his academic development. This test is only one means for assessing his academic attainment. Due to a variety of factors including his attitude and physical condition on the day of testing, the scores on this report are only an estimate of his actual performance. Contact his teacher or school for more information about his overall academic performance.

The normative information used to prepare this report is from the Stanford Achievement Test, Version 10 and/or the Otis-Lennon School Ability Test, Version 8. Copyright 2003 by Harcourt Assessment, Inc. Used with permission of the publisher.

	Raw Score	NPR
Total Reading	69/90	25
Word Study Skills	14/20	35
Word Reading	15/20	16
Sentence Reading	15/20	13
Comprehension	25/30	44
Total Math	25/50	12
Problem Solving	14/30	06
Procedures	11/20	35
Language	21/30	42
Spelling	14/30	11
Environment	25/30	63



Reading

The Reading subtests measure early reading skills including word sounds, spelling, word reading, sentence reading, and reading comprehension of short passages. Franklin's score is in the Below Grade Level range. Read an interesting story to him every day. As you read the story, ask him what might happen next. Ask him to describe the characters or place in the story. Ask him to retell the story.

Garret has a Lexile score of 370. You can find books that are of appropriate reading levels for him by going to www.lexile.com.

Mathematics

The Mathematics subtests measure the strands of problem solving, number sense, procedures and concepts using addition and subtraction of whole numbers, patterns, place, shape and measurement, and data categorization. Franklin's score is in the Below Grade Level range. Count groups of objects with him. Discuss different types of geometric shapes. Ask him to group objects by color, shape, size, or other characteristics. Make a simple pattern using objects and ask him what would come next.

Language

The Language subtests measure the student's ability to apply the principles of effective writing for a school assignment. The principles include prewriting, composition, organization, capitalization and punctuation. Franklin's score is in the At Grade Level range. Show him a photograph or some part of Rochester. Ask him to talk about this place and to create questions about what he sees. Have him create a listing of things that are in the picture.

Spelling

The Spelling subtests measure the student's ability to identify the correct and incorrect spelling of words. Franklin's score is in the Below Grade Level range. Review his weekly spelling list each evening. Keep track of how many words he gets correct.

Environment

The Environment subtests measure the student's understanding and interpretations of social studies and science. The topics covered include history, geography, political science, economics, and life, earth, and physical science. Franklin's score is in the At Grade Level range. Explore nature in southeastern Minnesota. Take him to Quarry Hill or Oxbow Park and ask him to name different plants and animals that he observes. Read books to him about nature and social science.

Appendix E

Post Bulletin Newspaper article

Demographics

Date Modified: 10/10/2007 4:05 PM

[E-mail article](#) | [Print version](#)

Population Demographics

Population (estimate, as of April 2005): 94,950

Male: 47.7%

Female: 52.3%

Households: 34,116

Population Density (per square mile): 892.4

Age Demographics

25.8% Under the age of 18

9.1% 18-24 years

33.4% 25-44 years

20.3% 45-64 years

11.5% 65 years of age or older

Median Age: 34 years

Racial Makeup

80.1% White

10.3% African American

4.5% Asian

1.9% Hispanic

1.7% Multiracial

1.3% Other races

0.3% Native American

Income Demographics

Average salary: \$43,444

Median household income: \$54,000

Median income for a family: \$60,754

Unemployment rate: 4.2%

Education

12th grade or less, no diploma: 4%

High school graduate: 21%

Some college, no degree: 21%

Associate's degree: 12%

Bachelor's degree: 23%

Graduate degree: 19%

Rochester Housing

Owner-occupied homes: 73.3%

Median cost of a home: \$156,200

Appendix F

Scholastic interest inventory

Name: _____ Date: _____

Directions: Please complete the following sentences with information about yourself. Remember, no answer is a wrong answer on this sheet! Only your teacher will read your answers.

1. What I like most about school is _____

_____2. What I like least about school is _____

_____3. I wish the teacher would let me choose _____

_____4. I am really good at _____

_____5. I need some extra help with _____

_____6. In the classroom, I wish I could sit _____

Appendix F (continued)

Scholastic interest inventory

7. In the classroom I behave|_____

because _____

8. My favorite book is _____

because _____

9. I live with _____

10. Three words to describe myself are _____

11. I like to participate in the following activities with my friends:

12. I like to participate in the following activities by myself: _____

Appendix F (continued)

Scholastic interest inventory

13. When I watch TV, I usually like to watch _____

14. If I were surprised with a gift of \$1,000 cash, I would use it
to _____

15. The one thing I really want my teacher to know about me is

*If you do not have time to finish this worksheet in class, please finish it at home and
return it as soon as possible. Thank you!

Appendix G

Dmitrov's Report Card

Personal and Social Development	1	2	3	4
Observes school and class rules and routines	2	2	2	
Accepts responsibility for own behavior	2	2	2	
Respects rights, diversity, feelings, and property of others	2	2	2	
Works well with others	2	2	2	
Expresses feelings appropriately and uses self control	2	2	2	
Organizes materials	2	3	3	
Interacts appropriately with adults	2	2	3	
Actively participates in learning	2	3	3	
Sustains attention to work over a period of time	2	2	3	
Produces quality work and strives for accuracy	2	2	2	
Completes homework	3	3	3	
<p><i>Term 1: [redacted] challenge is to recognize that his social nature can impact his attention with completing the task at hand. He would benefit from setting personal goals to include: beginning work/tasks promptly, focusing on the work to be done, and making a smooth transition to his next assignment.</i></p> <p><i>Term 2: [redacted] a very inquisitive student. I really like his interest in Science. He completes his homework in ASA. [redacted] would benefit from taking his time on his work and paying more attention to detail while completing activities. We continue working on these skills at school.</i></p> <p><i>Term 3: [redacted] continues to be a positive member of our classroom. [redacted] has made huge gains in paying attention and not blurting out in class. Way to go [redacted]</i></p>				

Reading	1	2	3	4
Reads at grade level	2	2	3	
Phonics (Phonics is the relationship between letters and the sounds they make.)	1	2	3	
Vocabulary (Words we must know to communicate effectively.)	1	2	3	
Reads fluently (Fluency is the ability to read a text accurately, quickly, and with expression.)	2	3	3	
Comprehension (Comprehension is understanding what is read)	2	3	3	
Language arts/grammar	3	2	3	
Spelling	1	2	3	
<p><i>Term 1: [redacted] reading has improved considerably throughout the quarter. At school [redacted] will be working to improve his phonics and spelling.</i></p> <p><i>Term 2: [redacted] has worked hard in reading second quarter. At school [redacted] will be working to improve his phonics, vocabulary, grammar, and spelling.</i></p> <p><i>Term 3: [redacted] made a lot of growth in reading this quarter. Great job [redacted]</i></p>				

Writing	1	2	3	4
Ideas - Heart of the Message	2	2	3	
Conventions - Punctuation, grammar, usage, spelling	1	2	3	
Organization - Internal structure/framework (not graded Q1)	NG	2	3	
Word choice - Rich, colorful word choice (Graded Q3 & Q4)	NG	NG	2	
Uses neat and legible writing	2	2	3	
<p><i>Term 1: We are also working on Cursive Handwriting. So far we have learned how to write letters i, t, u, w, r, s, p, j, a, c, and d. The students are also learning how to form words as well as read cursive script.</i></p> <p><i>Term 2: In Cursive Handwriting for Q2 we completed q, g, o, n, m, x, y, z, v, and e. We will finish the rest of the lowercase letters soon and then begin the capital letters. Garret would benefit from being careful when he writes and not rushing.</i></p> <p><i>Term 3: In Cursive Handwriting we have finished all the lowercase letters, and we are now working on the capitals. We are writing proper nouns and sentences.</i></p>				

Appendix H

Dmitrov's Attendance Record

3

Show Full Year		Days of Activity		Attendance Totals		
	Totals			Totals		
Reason	A.M.	P.M.		Reason Type	A.M. P.M.	
Funeral (FNR)			 	Unverified		
PostSecOpt (PSO)				Unexcused		
NurseHmIII (NHI)				Excused	1 2	
DentalAppt (DEN)				School Activity		
Hospital (HSP)				Unexcused Tardy		
Dr. Visits (DRS)				Excused Tardy		
Campus<=10 (C10)				Non-Enrollment		
ImmzExcl (IMX)				Positive		
ECNoAttDay (NAD)						
Adminstrn (ADM)				Totals	1 2	
Office (OFC)				Days enrolled to date	125	

Close

³ (Current as of 03/20/2008)

Appendix I

After School Academy (ASA) Survey/Questionnaire



Federal Teacher Survey



First Name

Last Name

Franklin
School

Classroom Teacher

2

Grade

- Use a No. 2 pencil only.
- Erase cleanly any marks you wish to change.

6786101

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey responses options are divided into two primary groups: (1) Did not need to improve, which suggests that this student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2) Acceptable Level of Functioning Not Demonstrated Early in School Year - Improvement Warranted, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated Significant Improvement, Moderate Improvement, or one of the other levels listed below. If you believe this behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.

To what extent has your student changed their behavior in terms of:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year - Improvement Warranted			
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change
Turning in his/her homework on time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing homework to your satisfaction.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in class.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering (e.g., for extra credit or more responsibilities).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending class regularly.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being attentive in class.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaving well in class.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic performance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming to school motivated to learn.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting along well with other students.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>